DOCUMENT RESUME

ED 393 767 SO 026 141

AUTHOR	Nelson, Betty; Beattie, Rob
TITLE	Contributions of Women: A Research Unit.
INSTITUTION	National Women's History Project, Windsor, CA.
PUB DATE	86
NOTE	39p.
AVAILABLE FROM	National Women's History Project, 7738 Bell Road, Windsor, CA 95492.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Active Learning; Elementary Secondary Education; *Females; *Feminism; Interdisciplinary Approach; Social Studies; Thematic Approach; *United States History; *Womens Studies

ABSTRACT

This unit provides a 2-week plan for a research project for inclusion of women's history in the classroom. The stories of notable women, past and present, can be very instructional for students as they glimpse their own futures. Both boys and girls benefit from knowing about the true lives of women and their work in the world. Learning how to locate and organize information for later retrieval and manipulation is a critical skill. Using notable women for subjects, this unit guides students through various stages of the research process in 14-16 class hours. To help expand students' levels of thinking, activities were developed in accordance with Bloom's Taxonomy. Students use the list of process verbs to design their own activities for the designated tasks. Suggestions include sharing final products with the rest of the school, in hallways or library displays. (EH)

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Contributions of Women: A Research Unit

by Betty Nelson & Rob Beattie

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slaves (beginning 1619) Martha ... Masters (d 1720) corngrinder inventor
...triot Lydia B. Darragh (1729-1789) ... (1784) founded the Shakers
Phillis Wheatley (c.1753-17... ... first U.S. Catholic saint
...nister, abolitionist, suffragist ... painter
...alist, home designer, educator ... advocate
Fuller (1810-1850) feminist tran... ...hor
Elizabeth Ca... ...ronomer
...beth Taylor Greenfield (1817)
The 12 Million European wo... ...36) poet
...der, U.S. Red Cross M... ...Chief
Mary Harris Moth... ...ventor
Charlotte Forten (... ADVOCATE
...nards (1842-1911) founde... ...d in "The West"
...cial reformer ... ...hin (1851-1909) author
...anizer, populist ...r Hawaiians
Flesche Tibbles (1854- ...Association
...tive reporter ..." (1860-1961) painter
...cturer Jane A... ...ducator, activist
...mer Florence Ba... ...l activist
D. Wald (1867-19... ...ealth researcher
...neron (1810-1960) re... ...s advocate
Black educator, ...member
...ilbreth (1870-1912) indus... ...944) birth control crusader
Liberties Union Ann ... ...broduced first E.R.A.
organizer Karen Hor... ...leeffe (1887-1986) artist
(1887-1960) novelist Maria Martin... ...Millay (1892-1950) poet
organizer Anges Smedley (1892-1950) author, for... ...1961) foreign news correspondent
Helen Hokinson (1893-1949) cartoonist Bessie Smith (1894-1937) B... ...n Episcopal priest
...thea Lange (1895-1965) photographer Jeanette Piccard (1895-1981) ...
...Malvina Reynolds (1900-1978) singer, composer, political activist Louise Nevelson (1900-) sculptor
playwright Lillian Hellman (1905-) author and playwright Maggie Kuhn (1905-) founded the Gray Panthers
Rachel Carson (1907-1964) environmentalist, biologist Gertrude Ederle (1907-) English Channel swimmer
Mary Lou Williams (1910-1981) Black pianist, composer Pauli Murray (1910-1985) priest, lawyer, educator
...nent catalyst Babe Didrikson Zaharias (1914-1956) athlete, Olympic champion
...rights crusader Barbara Deming (1917-) pacifist, feminist writer Jessica Mitford (1917-) investigative reporter, author
...ford (1919-) free agent/feminist in the White House Madalyn Murray O'Hair (1919-) Church and State separatist
(1920-) union organizer Constance Baker Motley (1921-) first Black woman federal judge
...ngresswoman, Presidental candidate Sarah Caldwell (1924-) first woman operatic conductor at the Met
...ibson (1927-) Black tennis and golf champion Patsy Mink (1927-) First Asian-American Congresswoman, feminist
...dicine (1930-) Standing Rock Sioux, author, professor Mary Lee Au (1931-) educator, Chinese-American historian
...1933-) co-founder American Reparation Committee Susan Sontag (1933-) novelist, cinematographer
Director of U.S. Commission on Civil Rights Ada Deer (1935-) Menominee, Indian legislative lobbyist
...shone Land Rights organizer, rancher Rose Bird (1936-) first woman Chief Justice, California Supreme Court
...inist & civil rights worker Janet Guthrie (1938-) auto racer Judy Chicago (1939-) feminist artist, author
(1940-) Enjarradora, adobe architect Maxine Hong Kingston (1940-) author Joan Baez (1941-) singer, political activist
(1941-) feminist writer, editor, poet The Japanese-American women incarcerated by Executive Order 9066 (1942)
tennis champion Rita Mae Brown (1944-) feminist writer, lesbian rights activist
-American Legal Defense & Education Fund Elaine Noble (1944-) lesbian rights activist, legislator
1974) anti-nuclear activist & martyr Judy Heumann (1947-) civil rights for disabled leader Sally Priesand (1941-) first woman rabbi
Cook (1952-) Mohawk midwife, women's health organizer Jeana Yeager (1952-) Voyager pilot
Women's Conference ... Houston (1977) The 1,000,000 Native American women (1982)

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CONTRIBUTIONS OF WOMEN:

A RESEARCH UNIT

Betty Nelson and Rob Beattie

c. 1986

Published and Distributed by

National Women's History Project
7738 Bell Road Windsor, CA 95492

Printed on recycled paper

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CONTRIBUTIONS OF WOMEN:
A RESEARCH UNIT

Introduction

Among our favorite posters is one of a youngster dressed in a sunbonnet, talking to a classroom of other students. The caption: "Hello. My name's Lucretia Mott, and there's so much I want to tell you!" After doing some basic library research, this modern- day apparition of Lucretia Mott (1793 - 1880) was bringing many of the issues and lives associated with the early abolitionist, suffrage and pacifist movements to the other students. This curriculum unit will help you guide such processes.

The stories of notable women, past or present, can be very instructional for students as they glimpse their own futures. Both boys and girls benefit from knowing about the true lives of women and their work in the world.

Learning how to first locate and then organize information for later retrieval and manipulation is a critical skill. Using notable women for subjects, this unit will help you guide students through the various stages of the process in 14-16 class hours.

To help expand students' levels of thinking, you will see that the activities of this unit were developed in accordance with Bloom's Taxonomy. Students should use this list of process verbs if they wish to design their own activities for the designated tasks.

See list on next page.

PROCESS VERBS RELATED TO BLOOM'S TAXONOMY

Knowledge	Comprehension	Application
ask	identify	list
observe	locate	sketch
list	match	construct
fill in	research	print
label	write	draw
listen	paraphrase	simulate
		record
		interview
		apply

Analysis	Synthesis	Evaluation
classify	create	judge
compare	invent	decide
dissect	produce	predict
survey	hypothesize	debate
advertise	design	determine
categorize		suppose
contract		project
separate		defend
analyze		

The result is a wide range of interesting choices for reporting research results. Don't pass up the opportunity to have the final products shared with the rest of your school, in hallway or library displays.

Contributions of Women: A Research Unit was developed by Betty Nelson and Rob Beattie in 1986, for the Gifted and Talented Education program within the Jefferson Elementary School District, Daly City, California. Minor editing revisions were made by Mary Ruthsdotter, National Women's History Project, with assistance from Marilyn Bruno.

Preparation for Teaching this Unit

1. Contact the local public library for card applications and schedules.

- Have students who do not already hold library cards complete applications. These are due Day 1.

- Schedule public library time for Days 5, 6, 7 if this is feasible, or time in the school library.

2. Contact guest speaker for Day 2, a local woman of prominence. Provide her with a copy of the Research Guide (page 22) beforehand. Ask her to incorporate the topics listed in her 15-20 minute presentation and to be prepared to answer student questions, for clarification.

3. Order film for Day 1: "The Bill of Rights in Action: Women's Rights," from your media library or regional media center. If it is not available through these souces, contact a state college or university media locator service. They will be able to locate rental copies for you.

4. Acquire encyclopedias and other reference resources for classroom research, and photos or posters of prominent women to display. See Bibliography (page 13) for suggestions.

5. Duplicate student forms and materials.

Daily Lesson Plans

DAY 1

Time: 1 period.

Materials: Student Survey sheet (page 20), posters or pictures of notable women, lists of Notable American Women (pages 14), film, Research Guide (page 22).

Procedures:

1. Collect library card applications.

2. Have students quickly complete the survey of sex-tied jobs. Compare results. Discuss the nature of prejudice and its effect on job opportunities for women.

3. Display pictures of notable women. Present the accomplishments of each and ask the students to match each woman to her description. Discuss the obscurity of accomplished women relative to men of similar achievement.

4. View the film, "The Bill of Rights in Action: Women's Rights" [23 mins]. In a court setting a lawyer states that the 14th Amendment guarantees equal protection of the law to all citizens regardless of race or sex. The attorney for the state argues that there are differences between the sexes that make equality impossible. The film ends with an invitation to viewers to decide the case. Any similar activity requiring intellectual involvement in the question of sex equity would be as good at this point. A debate would be ideal and would require another period. The Debate Format (page 11) could be easily adapted for such an activity.

DAY 2

Time: 1 period

Materials: Guest speaker, Research Guides (page 22).

Procedure: Briefly introduce speaker, stressing role for which she is noted. She speaks 15-20 minutes. Student questions follow.

1. Speaker and follow-up questions.

2. Introduce the research project:

Each student will select one accomplished woman as the subject of research in the context of that woman's field or sphere of influence and her period in history. Any woman seriously selected is acceptable if the student considers her to be a contributor to the progress of civilization.

At this point, make available the lists of notable women, posting them prominently in the room. Suggest that they select a subject who worked in a field that is of particular interest to them personally. They may choose women not included in this limited list (an index appears in *Notable American Women*; others are named on the "Write Women Back into History" poster). And yes, homemakers are notable, too.

DAYS 3 & 4

Time: 2 periods

Introduction of materials and procedures, plus up to one period for research in classroom and individual concerns.

Materials to distribute: Research Contract, field trip permission slips, Knowledge and Comprehension Tasks (page 24), Research Guide (page 22), Conducting an Interview form (page 25), Guide for Bibliography and Notes (page 23).

Materials in classroom: index or research guide volume of encyclopedia, *Reader's Guide to Periodical Literature*, biographical dictionaries, individual biographies, catalog of school district's film collection, lists of significant women, encyclopedia and other classroom research resources.

Procedures:

1. Distribute printed materials. Read aloud from page where the Knowledge and Comprehension portion of the research assignment is described. Clarify such terms as "period," "contribution," and "support."

2. Introduce the Guide for Bibliography and Notes. Explain. Describe the methods of skimming for relevant information, index use, and pointed questioning in order to glean particular facts from a living subject.

3. Introduce the Research Guide and its arbitrary categories. Demonstrate their use by marking the entries about Pearl Buck on the Guide for Bibliography and Notes, with appropriate letters [A, B, A, E, A] This guide is intended to remind the students not to spend

too much time recording the names of their subject's pets and such. It is also a handy way to make the fruits of their labors more available later on when they're doing their tasks.

4. Demonstrate the effective use of the various media that you have made available in class. Note that films must be ordered well in advance and may be viewed during lunch time, before or after school.

5. Explain the Research Contract and assign its return next week. Distribute field trip permission slips, due next week (set date). No slip, no trip.

6. Allow students to browse among the resources to gather information.

DAY 5, 6, 7

Time: 3 periods, more or less, depending on the proximity to the local library and/or breadth of your school library collection.

Materials: Students should be equipped with Research Guides, paper, pencils, Guide for Bibliography and Notes.

Procedures:

1. Collect field trip permission forms.

2. Travel to library.

3. As a group, locate card catalog, biography shelves section, *Reader's Guide to Periodical Literature*, and *Biography Index*.. Find out how the librarian wants you to request periodicals.

4. Locate and borrow resource materials.

5. Conduct research and return to school.

DAY 8

Time: 1 period

Materials: Binder paper and pencils, Guide for Bibliography and Notes, Research Guide.

Procedures:

1. Students perform research in school library. Check to see that all are collecting relevant information and are maintaining bibliographies.

DAY 9

Time: 1 period

Materials: paper and pencils, Guides, Application Tasks (pages 26), shoe boxes for dioramas, unlined paper for cartoons and time lines, blank United States maps (page 27), colored pens or crayons.

Procedures:

1. Students complete information-gathering portion of project.
2. Go over Application Tasks options with class. Explain.
3. Assign Application Task, to be begun in class, due next week (set date).
4. Offer assistance and materials to those who require them.
5. Review proposed original tasks with students, individually.

DAY 10 (one week after Day 9)

Time: 1 period

Materials: binder paper, graph paper, chart paper.

Procedures:

1. Give students time to share and explain their completed Application Tasks. At the end of each presentation, invite class to offer evaluative comments.

2. A successful class evaluation procedure is to first invite laudatory comments, then positive criticism only. All suggestions must be phrased in a positive way, for instance, if you think a neater job would be preferable, say so. Don't say, "Don't be so messy." This establishes a comfortable and non-threatening atmosphere of constructive criticism, and provides concrete suggestions for improved work.

3. Go over Analysis Tasks (page 28) with class. Explain.

4. Assign Analysis Task, to be begun in class and completed as homework. Due next week (set date).

5. Offer assistance and materials.

6. Determine acceptability of proposed original tasks.

DAY 11 (one week after Day 10)

Time: 1 period

Materials: paper and pencils, materials for making hand puppets, art materials for games, unlined paper for illustrations, large white paper for newspaper mock-up.

Procedures:

1. Give each student time to present the completed Analysis Task. At the end of each presentation, invite positive remarks and criticism from the class members.

2. Go over the Synthesis Tasks (page 29) with the class. Explain.

3. Assign Synthesis Task, to be begun in class and completed as homework. Due next week (set date).

4. Offer assistance and materials.

5. Determine acceptability of proposed original tasks.

DAY 12 (one week after Day 11)

Time: 1 period

Materials: binder paper and pencils, debate forms, graph paper.

Procedures:

1. Give each student time to share and explain the chosen Synthesis Task, done as homework. As each concludes, ask for comments and suggestions of a positive nature from the class.

2. Go over the Evaluation Tasks (page 30) with class. Explain.

3. Assign Evaluation Task, to be begun in class and completed as homework. Due next week (set date).

4. Offer assistance and materials. A Debate Format sheet is on page 11.

5. Determine acceptability of proposed original tasks.

DAY 13 (one week after Day 12)

Time: 1 period --

Materials: paper and pencils, railroad board, felt pens or crayons, unlined paper.

Procedures:

1. Each student is to share and explain the selected Evaluation Task, due today. Allow time for positive remarks and criticism at the end of each presentation.

2. Go over the Dissemination Tasks (page x) with the class. Explain.

3. Assign Dissemination Task, to be started in class and completed as homework. Due next week (set date).

4. Offer assistance and materials.

5. Determine acceptability of proposed original tasks.

DAY 14+ (one week after Day 13)

Time: 1 period

Materials: Project Evaluation Forms (page 32).

Procedures:

1. Have students describe their proposals to disseminate information to the local community about their chosen woman. Invite positive comments and helpful hints.

2. Distribute Project Evaluation Forms and explain that students must now display their completed projects, including all of the tasks completed to date.

3. Students evaluate each others' proposals.

4. Assign the parents' portion of the evaluation as homework.

 Name _____

Debate Format

Debate date _____

My subject's name _____

My subject's field _____

Opponent's subject's name _____

1. The winner of a coin toss will be given two-three minutes to speak first to persuade the audience that her/his subject made the greater contribution to their field. The opponent will follow with a two-three minute presentation.

Use this side of the paper to make notes for your initial statements.

2. While your opponent speaks, take notes in this column about the points raised.

3. Both debaters will be given three minutes to counter each other's points in preparation for rebuttal. Use this column to write down counterpoints to your opponent's arguments.

4. Each debater will be given two-three minutes to present her/his rebuttal to the other's arguments. The audience will decide which speaker was most convincing by voting for the woman who has made the greater contribution.

Bibliography

Information about most of the women mentioned in "Notable American Women" can be located in the books on this list. Check the library card catalog, *Reader's Guide to Periodical Literature*, and *Biography Index* for other sources.

American Heroes of the 20th Century. Harold and Doris Faber. Random House, 1967.

Black Women Makers of History: A Portrait. George F. Jackson, editor. G.F. Jackson, 1975

Contributions of Black Women to America. Marianna W. Davis, editor. Kenday Press, 1982.

Famous American Women: A Biographical Dictionary from Colonial Times to the Present. Robert McHenry, editor. Dover Publications, 1980.

Mujeres Celebres: A Biographical Encyclopedia of Hispanic Women. Martha P. Cotera, editor. University of Washington, (due to be published, Spring of 1989).

Notable American Women, 1607 - 1950. Edward T. and Janet Wilson Hames, editors. Harvard University Press, 1971.

Notable American Women: The Modern Period. Barbara Sicherman and Carol Hurd Green, editors. Harvard University Press, 1980.

The International Dictionary of Women's Biography. Jennifer S. Uglow, editor. Continuum Publishing Company, 1985.

Winners: Women and the Nobel Prize. Barbara Shiels. Dillon, 1985.

Women in Science: Antiquity Through the Nineteenth Century, a Biographical Dictionary. Marilyn Baily Ogilvie. MIT Press, 1986.

Women in Mathematics. Lynn M. Osen. MIT Press, 1974.

100 Greatest Women in Sports. Phyllis Hollander. Grosset and Dunlap, 1976.

Many of these books, and other reference materials, are available through the National Women's History Project Catalog. For a complete catalog of books, posters, and curriculum materials, send $1 to NWHP, 7738 Bell Road, Windsor, CA 95492 or call 707-838-6000.

Notable American Women

Early Americans:

Anne Hutchinson: religious rebel in the Massachusetts Bay Colony.

Eliza Pinckney: agriculture innovator and plantation manager.

Sacajawea: interpreter and guide for Lewis & Clark's exploration of the Louisiana Territory.

Abigail Adams: politically influential and an early advocate for women's rights.

Mary Katherine Goddard: newspaper publisher, printer of the Declaration of Independence.

Elizabeth "Mumbet" Freedman: won freedom from slavery using the argument that the state constitution says "All men are created free and equal."

Scientists:

Maria Mitchell: first astronomer to discover a comet by using a telescope.

Ellen Swallow Richards: warned against environmental pollution, 19th century.

Florence Sabin: developed the nation's best public health program in Colorado.

Rachel Carson: marine biologist and pioneer ecologist.

Lillian Muller Gilbreth: efficiency engineer who designed home kitchens for greater efficiency.

Margaret Mead: developed modern methods of anthropological study.

Mary Leakey: anthropologist who discovered two prehistoric ancestors of humans.

Businesswomen:

Sylvia Porter: newspaper columnist and financial advisor.

Margaret Rudkin: founder of Pepperidge Farms Bakery.

Romana Acosta Banuelos: former U.S. Treasurer, banker and retailer.

Madame C.J. Walker: became America's first Black woman millionaire by developing and marketing cosmetics for Blacks.

Athletes:

Billie Jean King: tennis superstar.

Libby Riddles: first woman to win the 1100-mile dogsled race from Iditarod to Nome, Alaska.

Babe Didrickson Zaharias: champion athlete in golf and Olympic track and field.

Althea Gibson: professional tennis and golf player.

Wilma Rudolph: overcame crippling childhood disease to win three Olympic gold medals in track.

Cathy Rigby: Olympic medalist in gymnastics.

Anne Henning: speed skater.

Gertrude Ederle: first woman to swim the English Channel.

Kathy Kusner: first licensed woman jockey.

Kitty O'Neil: auto racer, stunt car driver.

Social Reformers:

Lucretia Mott: 1800s Quaker minister, abolitionist, women's rights advocate.

Sojourner Truth: former slave who became a traveling preacher and orator for abolition and women's rights.

Dorothea Dix: reformed prisons and public facilities for people with disablities and mental illnesses.

Harriet Tubman: escaped slave who led others to freedom, nurse and scout for the Union Army during the Civil War.

Frances Willard: leader of the Women's Christian Temperance Union (WCTU)and advocate for woman's suffrage.

Jane Addams: pioneered settlement house movement to help new immigrants in the United States; advocate for world peace.

Eleanor Roosevelt: influential First Lady, newspaper columnist, delegate to the United Nations.

Margaret Sanger: dedicated advocate for birth control and founder of Planned Parenthood Federation of America.

Helen Keller: author and lecturer; advocated improved conditions and education for the disabled and for women in general.

Anne Sullivan Macy: vigorous worker for improved conditions for blind and deaf.

Labor Activists:

Mary Harris [Mother] Jones: indomitable strike leader, once labeled "the most dangerous woman in America" by those who opposed her.

Dolores Huerta: co-founder and Vice President of United Farm Workers.

Rose Schneiderman: organizer of garment makers unions, president of Women's Trade Union League; appointed Secretary of N.Y. State Department of Labor.

Frances Perkins: Secretary of Labor under Franklin Roosevelt, first woman to serve in a presidential cabinet.

Educators:

Patty Smith Hill: pioneer of modern kindergarten.

Mary McLeod Bethune: tireless worker for education opportunities for Blacks.

Sarah Fuller: pioneer of education for the deaf.

Mary Wooley: outstanding educator and world peace activist.

Elizabeth Palmer Peabody: founder of first American kindergarten.

Mary Lyons: founded Mt. Holyoke, the first college for women.

Religion:

Mary Dyer: Advocate of religious freedom, hanged for preaching heresy and refusing to renounce her Quaker faith.

Mary Baker Eddy: founder of the Christian Science religion and the "Christian Science Monitor" newspaper.

Ann Lee: Shaker leader who founded first American religious commune.

Aimee Semple McPherson: revivalist whose radio mission and publicity stunts financed a vast Hollywood-based religious sect.

Sonia Johnson: feminist spiritualist and author, excommunicated from Mormon Church for publicly supporting the ERA.

Anne Hutchinson: religious leader in the Massachusetts Bay Colony, expelled for her heretical views.

Elizabeth Ann Seton: America's first native born Catholic Saint (Mother Seton)

Military

Belle Boyd: Confederate spy who later became an actor.

Deborah Sampson Gannett: dressed as a male and fought in the Revolutionary War.

Molly Pitcher: patriot of the American Revolution.

Mildred McAfee: first director of the WAVES.

Anna Carroll: Civil War strategist for the Union Army.

Dr. Mary Walker: Army physician and surgeon during the Civil War, first woman to be awarded the Medal of Honor.

Capt. Grace Hopper: developed the computer language, COBOL.

Painters and Potters

Anna Mary Robertson "Grandma" Moses: began painting career at age 78.

Jade Snow Wong: author, potter.

Georgia O'Keeffe: individualistic and influential painter.

Mary Cassatt: only American Impressionist, master at etching.

Pablita Velarde: painter of Pueblo Indian life.

Maria Martinez: successfully revived traditional Indian pottery technique.

Medicine:

Elizabeth Blackwell: first woman physician to graduate from an American Medical school, founder of New York's Women's Medical College.

Dorothea Dix: Director of Army Nurses for the Union Army during the Civil War.

Clara Barton: Civil War nurse who worked on the front lines, later founded the American Red Cross.

Virginia Apgar: pediatrician, researcher and administrator.

Helen Taussig: developed procedure for saving the lives of "blue babies."

Aviators:

Bessie Coleman: first licensed Black woman pilot.

Amelia Earhart: first woman to solo across the Atlantic.

Jacqueline Cochran: first woman to break the sound barrier; set several world speed and altitude records.

Emily Warner Howell: first woman to pilot a large, commercial passenger jet.

Jeanna Yaeger: co-piloted first non-stop flight around the world.

Women's Rights Activists:

Susan B. Anthony: early leader of woman's suffrage movement.

Carrie Chapman Catt: president of National American Woman's Suffrage Association.

Julia Ward Howe: writer and lecturer, reformer for women's rights; active for world peace.

Margaret Fuller: journalist and women's rights activist.

Alice Paul: militant suffragist, organized picketing of the White House and founded the Woman's Party.

Gloria Steinem: public speaker and a founding editor of "Ms. Magazine."

Bella Abzug: first member of Congress elected on a feminist platform.

Writers:

Phillis Wheatley: brought from Africa as a slave, she became the first published Black poet.

Anne Bradstreet: first published American woman poet (17th century).

Sarah Kemble Knight: wrote witty historical accounts of early colonial life.

Pearl S. Buck: Nobel Prize winning author.

Alice Walker: Pulitzer Prize winning author, essayist, poet, and social activist.

Gertrude Stein: shook up literary form and influenced many other important writers and artists.

Jade Snow Wong: contemporary chronicler of Chinese-American life.

Laura Ingalls Wilder: author who recorded her experiences of pioneer life.

Lillian Hellman: author and successful playwright who lived an eventful life.

Dancers:

Maria Tallchief: prima ballerina.

Martha Graham: choreographer and teacher of contemporary greats.

Isadora Duncan: introduced modern dance ideas and forms in the early 1900's.

Twyla Tharp: contemporary choreographer.

Singers:

Marian Anderson: international concert singer; first Black performer with the Metropolitan Opera Company.

Buffy Sainte-Marie: composer and performer of songs about American Indians.

Charlotte Cushman: operatic soprano-turned-dramatic actress, first woman named to Hall of Fame for Great Americans.

Leontyne Price: America's foremost coloratura soprano.

Joan Baez: folksinger, peace activist.

Barbra Streisand: popular singer, actor and movie producer.

Publishers:

Sarah Josepha Hale: published 19th century women's magazines.

Eleanor Patterson: owned, managed and edited the "Times" and "Herald" newspapers of Washington, D.C.

Dorothy Ducas: Chief of the Magazine Bureau of the Office of War Information during World War II.

Henrietta Poynter: co-founded the Congressional Record in 1945.

International Relations:

Shirley Temple Black: Ambassador to Ghana, U.S. Representative to U.N.

Eleanor Roosevelt: delegate to U.N.; her travels and work made her "First Lady of the World."

Clare Booth Luce: playwright, journalist, diplomat.

Journalists:

Clare Booth Luce: playwright, journalist, diplomat.

Margaret Fuller: 19th century journalist and women's rights advocate.

Elizabeth Cochrane Seaman: (pen name Nellie Bly) pioneered investigative journalism, travelled around the world to report on the trip.

Marguerite Higgins: World War II correspondent.

Marie Van Horst & Bessie Van Horst: undercover exposers of inhumane working conditions for women and children.

Elizabeth Meriwether Gilmer: covered murder trials and wrote popular "Dorothy Dix Talks" column.

Anne O'Hare McCormick: 1937 winner of Pulitzer Prize, reported the rise to power of Benito Mussolini.

Alice Rohe: United Press International correspondent in Rome in 1914; publicly stoned and imprisoned as a spy.

Photographers:

Imogen Cunningham: photographer whose work influenced many others.

Margaret Bourke-White: daredevil architectural photographer and "Life" magazine's World War II front-line camera.

Diane Arbus: influential documentary preserver of American rites and customs.

Dorothea Lange: photographed life during the Great Depression.

Marketing:

Louise Taylor Davis: copywriter who originated many prominent advertising campaigns

Aimee Semple McPherson: evangelist whose publicity stunts funded the founding of temples, colleges and religious organizations.

Estee Lauder: developed many new promotional strategies for retailing.

Madame C.J. Walker: developed direct sales marketing for cosmetics to create economic opportunity for Black women.

Politicians:

Jeannette Rankin: first woman elected to Congress.

Margaret Chase Smith: first woman to serve both the House and the Senate.

Ella Grasso: first woman elected as governor on her own merit.

Barbara Jordan: attorney and influential congresswoman from Texas.

Wilma Mankiller: Chief of the western Cherokees.

Clare Booth Luce: politician, playwright, diplomat, journalist.

Leonor K. Sullivan: consumer advocate, congresswoman, opponent of ERA.

Patricia Schroeder: outspoken environmentalist, feminist, anti-war activist in Congress.

Patsy Mink: congresswoman who wrote the Title IX legislation guaranteeing girls and boys equal opportunities in public schools.

Shirley Chisholm: first Black woman in Congress; ran seriously for Democratic presidential nomination.

Geraldine Ferraro: congresswoman; first major party candidate for Vice President.

Name_____

Student Survey

Which sex, male [M] or female [F], or both [B], first comes to your mind when you consider each of the following jobs?

__doctor
__nurse
__gardener
__judge
__police officer
__engineer
__newspaper reporter
__band leader
__housekeeper
__cook
__farm worker
__athlete
__carpenter
__painter
__politician
__labor organizer
__poet
__minister
__sculptor
__lawyer
__laundry owner
__tailor
__astronaut
__scientist
__stock broker
__social worker
__plumber
__pilot
__sales clerk
__T.V. newscaster
__zoo keeper
__dentist
__teacher
__historian
__principal
__truck driver
__custodian
__karate instructor
__factory worker
__construction worker
__flight attendant
__disc jockey
__mechanic
__bartender
__secretary
__cafeteria worker
__barber
__lobbyist
__publisher
__author
__photographer
__dancer

1. How many of these jobs have a "male image"?_____
2. How many have a "female image"?_____
3. How many are not gender-identified?_____
4. Compare your numbers with those of others in your class.
5. Discuss differences of opinion. Why may some people see some jobs as "men's jobs" or "women's jobs," while others do not?
6. Compare the jobs that you marked [F].
7. Compare the jobs that you marked [B].
8. What conclusions can you draw about job choices and opportunities for women in this country?

 Name_____

Research Project Contract

I agree to do original research on the contribution(s) of_____ _____ to the field of_____ _____. I further agree to complete each portion of this research project to the best of my ability and on time.

_____

(*student's signature*)

I have discussed the project with my child and will support and encourage her/him in this commitment.

_____

(*parent or guardian's signature*)

I agree to provide as many research materials as possible, class time in which to explore each task, and individual assistance when asked.

_____

(*teacher's signature*)

CONTRIBUTIONS OF WOMEN Name _____

Research Guide

As you learn about your subject and her contributions, keep notes of the information that interests you and that may be of use later when you are doing your various reporting tasks. Read through the different task sheets to see what categories of information you will need.

Your job as a researcher is to find out about a real person. Because the work that you do for this research unit will be used to help others understand your subject's work and life better, please pay particular attention to the aspects of her life that are listed below.

Label each entry in your notes with the letter of the category to which it belongs. This will help you quickly locate information in that category later.

Subject's name _____

Her birthdate:_____ death date:_____

Her field _____

Categories:

A. Where did she grow up? Go to school? Work?

B. What world or local events affected or may have affected her choices?

C. What opportunities were available to women at the time she made her career choices?

D. List her major contributions to her field.

E. What obstacles did she encounter?

F. Did she overcome all of them? If not, which did she overcome? Which did she not overcome?

G. Who helped her to realize her goals? What kind of help did she receive (money, encouragement)?

H. What rewards did she get for her work?

I. What disadvantages came with her choices or because of her choices?

J. Where might you find more information about your subject?

Guide for Bibliography & Notes

Keep a record on binder paper of all the resources that provide you with information about your subject. Number each resource for easy reference, as shown in this example:

Source # Title Author/Editor Publisher, Date.

1. Women in American Life. Anne Scott. Houghton Mifflin Co., New York, 1970.
2. The Columbia Encyclopedia. Judith S. Levey. Avon Books, New York, 1983.

While you take notes on your research: label each of your entries with the source number and the number of the page that contained that information. This will make it easy for you to go back to that page later if you need to know more about that part of your research. Example:

2 page 116	Grew up in China. Missionary parents.
1 page 15	Wrote that men and women should allow each other the freedom and opportunities that would best contribute to getting the job done and managing society.
2 page 118	Married another missionary.
2 page 116	Awarded the Nobel Prize in literature, 1938.
1 page 115	Knowledge of Chinese life helped her see American life from different perspective.

CONTRIBUTIONS OF WOMEN Name_____

Knowledge and Comprehension Tasks

Choose a woman, living or dead, and research these topics:

1. Her major contribution.

2. The period of history in which she lived. Describe conditions that pertained to her life and/or her field and contribution.

3. The opportunities that were available to her.

4. Any support that she received in her efforts to contribute.

5. Any difficulties that she encountered in her work.

6. Resources -- places you might look for any further information.

As you do your research, be sure to maintain these records:

1. A bibliography of all the sources that had information about your subject, numbered to correspond to your notes.

2. Notes on the information that you find, with numbers that correspond to the sources that contained that particular information.

3. A list of the interview questions that you ask your subject, and her answers.

If your subject is still living, make contact with her for an interview, either in person, by phone, or by mail.

 Name_____

Conducting an Interview

Checklist:

[ ] Write out a list of questions for each of the following categories:

1. The type of work she does, and the training she needed before she could perform this work.
2. Where she grew up? went to school? worked?
3. What world or local events affected her choices.
4. What opportunities were available to women at the time she made her career choices?
5. What obstacles did she encounter?
6. Did she overcome all of them? If not, which did she not overcome?
7. Who helped her to realize her goals? What kind of help did she receive (money, encouragement)?
8. What rewards did she get for her work?
9. What disadvantages came with her choices or because of her choices?
10. The opportunities for women in her field now and at the time she decided to pursue her career goals.

[ ] Make an appointment to meet her or to call her on the telephone, or write a letter to her asking permission to send her your questions for her written response.

[ ] Have your list of questions, paper, and pencils with you when you conduct your interview. Be sure to ask permission in advance if you want to tape-record the conversation.

[ ] Conduct your interview.

[ ] Write a summary of your notes or the recorded comments.

[ ] Write a note to thank your subject for the interview or for her written response.

[ ] Evaluate the interview:

1. What I liked about doing the interview:
2. Things I would do to conduct a better interview next time:

CONTRIBUTIONS OF WOMEN

Name:_____

Due date: _____

Application Task

Choose ONE task from this list:

1. Demonstrate or share with the class a product or example of your subject's contribution (artwork, experiment, short story, invention, recording, explanation of legislation, review of novel or show, etc.).

2. Construct a model or diorama that depicts your subject's contribution or activities.

3. Diagram a time line of the major events of your subject's life.

4. Map the geographical regions that your subject influenced.

5. Interpret the effect your subject has had on the progress of civilization in a short essay.

6. Draw and write a cartoon story about one part of your subject's life.

7. Write a short essay that makes a general statement about the period of history in which your subject lived and describe the influence and effect it may have had on her.

8. Write a fictitious diary that depicts one phase of your subject's life. Choose an especially difficult time or a time of great success in her life.

9. Write an original task that requires you to apply what you've learned about your subject to some new problem or activity, and complete the task. Teacher approval is required.

United States

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CONTRIBUTIONS OF WOMEN

Name:_____

Due date:_____

Analysis Task

Choose ONE task from this list:

1. Survey a minimum of 25 people outside your class, either students or adults, about their knowledge of your subject and her contributions. Graph the results.

2. Contrast your subject's contributions with those of a man in the same field and the same period of history.

3. Categorize the rewards your subject received for her work, or the advantages or disadvantages she faced.

4. Classify the contributions made by your subject, if she made contributions in a variety of ways or subjects.

5. Analyze your subject's contributions in order to show how each part of her work was built upon the preceding parts.

6. Chart other women who have contributed to your subject's field, sequencing them according to time period.

7. Describe the various strategies for success that your subject employed, if she used many.

8. Design a calendar for one year with your subject as its focal point. Find and illustrate something that happened to her for each month.

9. Write an original task that requires you to separate information about your subject into different parts, and complete it. Check with your teacher before you begin!

CONTRIBUTIONS OF WOMEN

Name:_____

Due date _____

Synthesis Task

Choose ONE task from this list:

1. Write a short essay that predicts the effect that your subject's contributions will have on the success of others in her field.

2. Write a play that depicts a significant event in your subject's life.

3. With others, perform a play about your subject, if a play has already been written.

4. Design puppets and give a puppet show depicting a significant event in your subject's life.

5. Invent something that would be of use to your subject in her field.

6. Create a game that will teach its players about your subject.

7. Write a short essay that predicts the effect of your subject's contributions on the progress of women.

8. Write a song or poem about your subject and her contributions.

9. Write and illustrate a story about your subject and her contributions.

10. Mock up a newspaper front page that includes an article reporting on an important event in your subject's life and other articles that describe current events of the same period.

11. Design and construct a bulletin board featuring your subject.

12. Dressed as your subject, give a speech in the first person about her life and work.

13. Write an original task that requires you to put together information that you have gathered about your subject in a new and interesting form. Please have your teacher O.K. your idea before your begin work!

CONTRIBUTIONS OF WOMEN

Name:_____

Due date:_____

Evaluation Task

Choose ONE task from this list:

1. Write your subject a letter that appraises her work. Offer positive remarks and positive suggestions that will or would have helped her.

2. With others, hold a panel discussion about your subjects. Group yourselves according to period, or field, or ethnic background, and discuss your subjects' contributions.

3. Write an editorial about your subject and her work that expresses your opinions about her work and the rewards and problems that it brought her.

4. Solve a problem that your subject was unable to solve in her lifetime. History may have intervened. How has the passage of time helped solve this problem?

5. Analyze the choices your subject made in her life, or the approaches she took in her work, and recommend alternatives that might have made it easier for her.

6. From among your subject's contributions, choose the one that, in your opinion, was the most important. Explain your choice.

7. Debate with another student about whose subject made the greatest contributions to progress. Ask your teacher for a "Debate Format" sheet.

8. Describe the effect that your subject's success has had on opportunities for women in the same field, or in general.

9. Survey a minimum of 25 people who do have prior knowledge of your subject and her contributions and have them rate her importance on a scale of 1 to 10. Graph the results.

10. Devise your own task that requires you to make judgements about your subject and her contributions. Check with your teacher before you proceed to do the task.

CONTRIBUTIONS OF WOMEN

Name:_____

Due Date:_____

Dissemination Task

Choose a medium with which to inform the community about the contributions made to the progress of civilization by your subject. You may choose from the ideas below, but I'll bet you can come up with something better yourself.

Choose ONE medium from this list:

1. Create a game that can be duplicated and distributed among several classrooms. The players must learn about your subject and her contributions and historical period, of course.

2. Write a play about your subject's life that can be presented to a large group of people.

3. Write a booklet that can be duplicated and distributed to school and public libraries. Collect a few appropriate pictures to add visual interest, too.

4. Write a 30-second and a 60-second announcement about your subject's importance that can be aired on radio or television. Time both carefully!

5. Write an informative article that could be published in a local newspaper or magazine.

 Name:_____

Evaluation of Research Project

Name of the woman I researched:_____

Student researcher's comments:

1. I feel that I have learned the following things about the contributions that women have made to progress in our culture:

2. Some original ideas that I developed with help from knowledge that I gathered are:

3. What I liked best about this study was:

4. I would like to know more about:

5. On most of my work I did: Very Well Well Just Fair Poorly

6. My work was: Very Neat Somewhat Neat Messy

Comments from another student:

1. The most interesting part of your project is:

2. I would like to know more about:

3. On most of your work you did: Very Well Well Just Fair Poorly
4. Your work was: Very Neat Somewhat Neat Messy
5. I would like to make a suggestion for the next time you do research:

_____

[other student's name]

Comments from parents:

1. On most of your work you did: Very Well Well Just Fair Poorly
2. Your work was: Very Neat Somewhat Neat Messy
3. I was most impressed by the work you did on:

4. I would like to make a suggestion for the next time you do research:

Additional comments:

_____

[parent please sign]

Comments from teacher:

1. On most of your work you did: Very Well Well Just Fair Poorly

2. Your work was: Very Neat Somewhat Neat Messy

3. I was most impressed by the work you did on:

4. I would like to make a suggestion for the next time you do a research project:

_____

[teacher's signature]

Curriculum Resources Developed by the National Women's History Project

WOMEN'S HISTORY CURRICULUM GUIDE
The ideal starting point for educators unfamiliar with the history of women in the United States. Designed for elementary and secondary use, this multicultural guide is packed with intoductory information and suggestions to help develop classroom activities. Includes puppets/paper dolls, short biographies, historical re-enactments, research and discussion questions, as well as recommended supplementary print and non-print resources. K-12, 63 pages.

QUILTMAKING : A TRADITIONAL WOMAN'S ART FORM
by Mary Ruthsdotter
Complete materials for a very interesting, informative unit on quilt making. The set contains a dozen 8" traditional "quilt blocks" developed by European immigrants, complete lesson plans for an art project introducing history and geometric principles, a sample of pieced and quilted fabric for your class to handle. For the lower grades, black-line copymasters for tracers and a nine-patch block are also included. The sample blocks are printed in full color on coated card stock with presentation information on the reverse of each. Grades 1-6.

A MULTICULTURAL WOMEN'S HISTORY CURRICULUM UNIT
by Carol Burgoa and Barbara Tomin
Reproducible biographies, worksheets and activities based on the lives of Mary Shadd Cary, Tye Leung Schulze, Felisa Rincon de Gautier, Frances Willard and Ada Deer, women from a variety of time periods and ethinic groups. Developed by experienced teachers for classroom use. Here's an easy-to-use program for introducing women's history! Activities adaptable to any grade level. Grades 3-8, 40 pages.

EMMA LAZARUS AND THE STATUE OF LIBERTY
by Bonnie Eisenberg
Her tribute to liberty is known to millions: "Give me your tired, your poor, your huddled masses yearning to breathe free..." Emma Lazarus was known as the preeminent spokesperson for the Jewish cause in 1880. This unit directs attention to the original meaning of the Statue of Liberty and the Lazarus poem inscribed on its base. Her biography is accompanied by a coloring page featuring Lazarus and the Statue of Liberty, language arts activities, a crossword puzzle, and many suggested activities adding perspective to her life and concerns. Grades 3-6, 16 pages.

VILMA MARTINEZ
by Bonnie Eisenberg
Considered one of the most influential Hispanic women in the United States today, Martinez has led a remarkably active and effective life. Born in 1943, she is the first Hispanic woman to serve as Chair of the University of California Board of Regents. Martinez is best known for her work as Director of the Mexican American Legal Defense Fund, an organization which she helped build from a small legal service to a multifaceted civil rights organization with six regional offices. Her biography, in both English and Spanish, and the language arts and activities of this unit will make the details of her inspiring life accessible to young readers. Grades 4-6, 16 pages.

THE WOMAN SUFFRAGE MOVEMENT
by Bonnie Eisenberg
No political movement in the history of this country has involved the energies of so many women for so long a period of time as the campaign for women's right to vote. Covering the years 1834-1924, the unit begins with suffrage's roots in the abolitionist movement, through the passage of the 19th Amendment to the U.S. Constitution, to the introduction of the Equal Rights Amendment in Congress. The unit includes a chronological narrative of the individuals, organizations and campaigns of the suffrage movement. Illustrated with historical photographs, the unit provides language arts lessons, student activities and research questions and a bibliography for further reading.
Grades 5-12, 30 pages. ,

RECLAIMING THE PAST, REWRITING THE FUTURE
by Claudia McKnight
Features brief biographical descriptions of 42 contemporary women who are significant in their occupational areas. Covers seven topic areas: language arts, science, math, sports, arts, business, and social science, each with individual and classroom activities, discussion questions, research topics, language arts and community involvement activities. Grades 5-10, 52 pages.

A STORY OF HER OWN: A RESOURCE GUIDE FOR TEACHING LITERATURE BY WOMEN
By Mary Lyons
This unique guide contains ideas for integrating literature by women in to existing curriculum, classroom-tested bibliographies of literature by women and lists of non-print resources, a reproducible game and mini-script for student use. As a bonus, the unit comes with 15 small posters of of notable women authors including: Toni Cade Bambara, Kate Chopin, Charlotte Perkins Gilman, Zora Neale Hurston, Ursula K. LeGuin, Virignia Woolfe and Alice Walker.
Grades 7-12, 32 pages + posters, paper.

COURAGEOUS VOICES CURRICULUM UNIT
Bonnie Eisenberg
Short biographies of over 100 women who have made their mark through skillful use of the English language; as orators, journalists, novelists, poets, technical writers, and the like. Each of the eleven sections includes classroom and individual activity suggestions. Grades 8-12, 48 pages, paper.

WOMEN AND THE CONSTITUTION
by Molly Murphy MacGregor
Designed to help secondary students appreciate the role of women in the evolution of the U.S. Constitution, this unit contains a narrative section on women in colonial America and 19th century feminist attempts to have the constitution interpreted to include women. It also covers women's involvement in grass roots movements to amend the Constitution, the 13th, 14th, 15th, 18th and 19th Amendments and the movement for the Equal Rights Amendment. Supreme Court decisions affecting women's rights, and a chronology of women's rights under the constitution are also included. Original documents, discussion questions, student activities and recommended resources complete the unit. Grades 9-12, 60 pages.

These curriculum units and others are available from the National Women's History Project. For a complete catalog, send $1 to: NWHP, 7738 Bell Road, Windsor, CA 95492, or call 707-838-6000.

NATIONAL WOMEN'S HISTORY PROJECT

This unit is one of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multicultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

National Women's History Month, originated by members of this Project, has become a regular feature on school, workplace and community calendars. It is our goal to eventually have the study of women's history included as a regular part of the K-12 curriculum, so that students and adults alike can celebrate the tremendous contributions of women from all walks of life.

The National Women's History Project Catalog has grown dramatically since its inception in 1983. The 48-page Catalog offers a plethora of books, curriculum units, posters, games, plays, videos, and more--all easily accessible by mail order.

The Women's History Network, coordinated out of our office, includes hundreds of individual and institutional participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The NWHP consulting staff conducts in-service training workshops for school districts and state departments of education throughout the country. Our four-day women's history training workshop, held each summer in California, draws educators and community activists from across the nation.

Continued expansion of our services is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project Staff

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